

COACHING EFFECTIVENESS



FEEDBACK REPORT



Sample Report
3/25/2011



INTRODUCTION

This Coaching Effectiveness Feedback Report consists of six components, which are described below.

1. Overall Summary

The summary results chart provides a quick visual representation of your scores in the seven competencies that make up the Coaching Effectiveness profile. The areas to concentrate on are those scores above 3.5 (strong) and below 2.75 (need further development). Please note that these competency scores are averages; individual question scores can be viewed by clicking on the individual competency link.

2. Category Descriptions

There are three sections for each of the seven competencies. The first of these three sections explains the competency, lists average scores, and then provides high and low score interpretation notes. The second section provides a graphical representation of individual question scores. The third section provides broadly-based improvement actions for those individuals wanting to develop their competencies.

3. 10/10 Report

The "10/10" Report page provides the raw scores for the 10 highest scoring questions and the 10 lowest scoring questions out of the 84. It also identifies which competency each question is from.

4. Course and Reading Suggestions

Development suggestions for the two lowest scoring competencies, including specific recommendations regarding training courses and books that will provide useful information on the topic are included.

5. Development Plan

The development plan lists questions with the five lowest scores from the assessment and puts them into a one-page template. Individuals can use this template to record the specific actions they plan to take over the next twelve months based on the general guidance offered in their feedback report and the coaching tips.

6. Coaching Tips

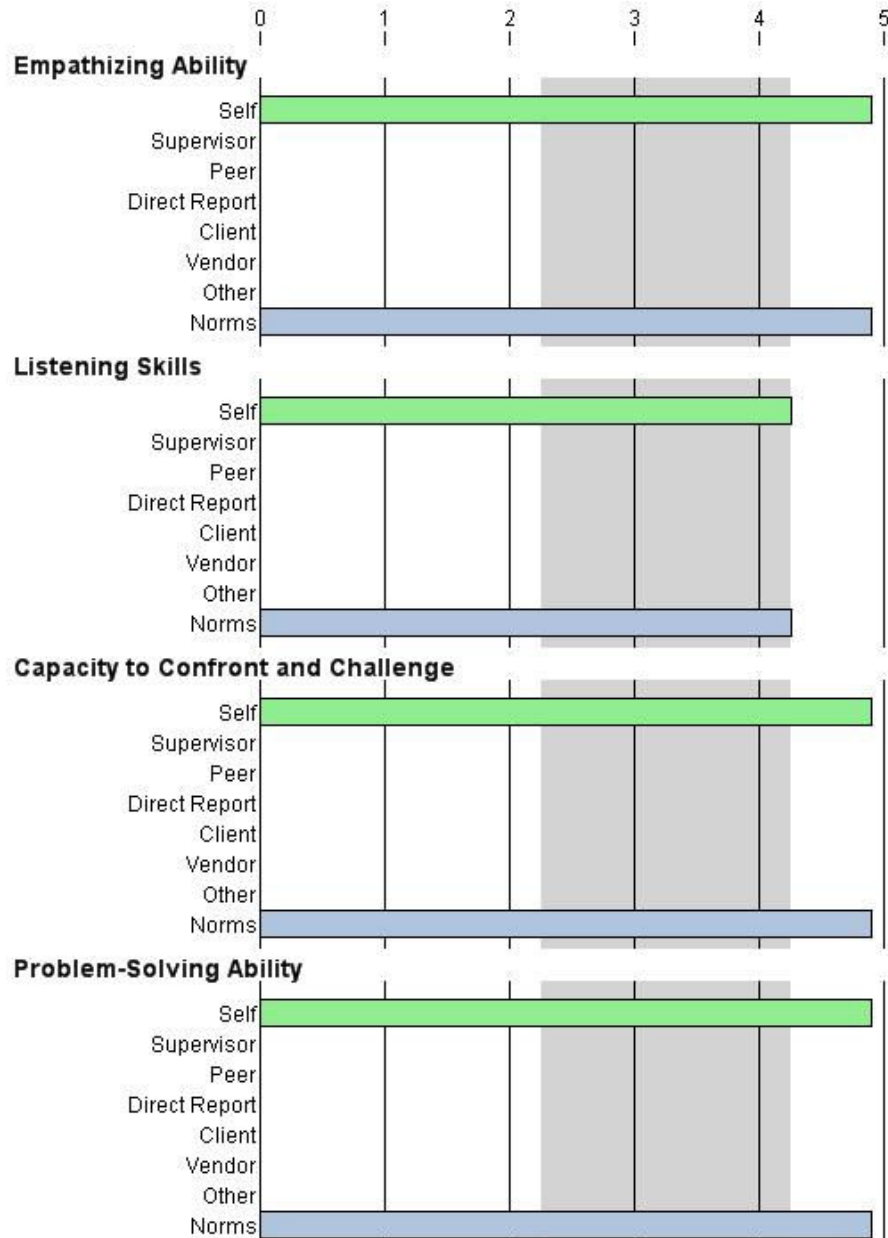
Detailed coaching tips for the five lowest scoring questions are provided in this section. They offer specific advice on what individuals might do to improve their skills in this competency and learn new behaviors.

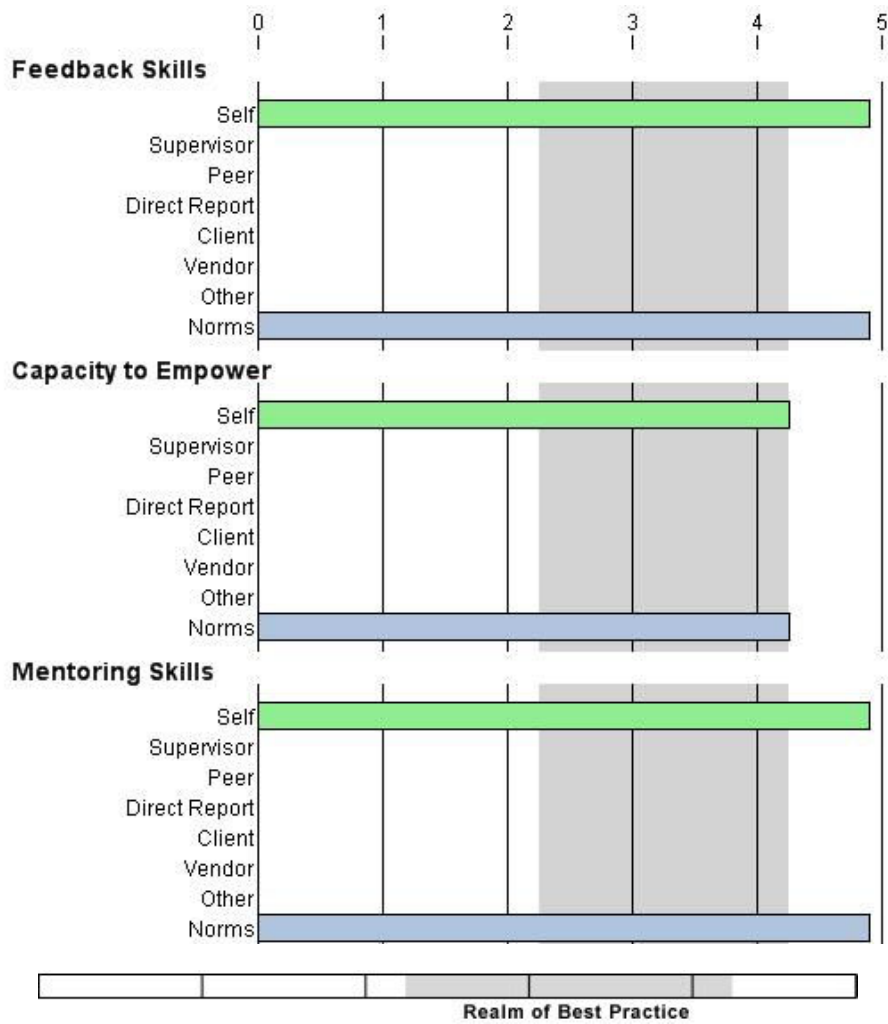
Note on 360 Degree Feedback

If you received feedback from your supervisor, direct reports or peers using this assessment, please note the following: Ratings responses from all persons who completed the assessment are averaged to produce the results in the 10/10 Report, Course and Reading Suggestions, Development Plan, and Coaching Tips.



OVERALL SUMMARY



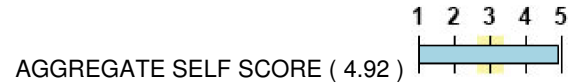


Norm bars shown on all graphs in this report are the progressive average scores of all individuals rating themselves on this questionnaire.



EMPATHIZING ABILITY

This section on Empathizing Ability looks at the extent to which you create a positive climate for coaching communication, and demonstrate an understanding of the other person's viewpoint and feelings. It asks the question: "How well do you build a spirit of trust and sincerity so that people will feel that you identify with them and their feelings and concerns?"



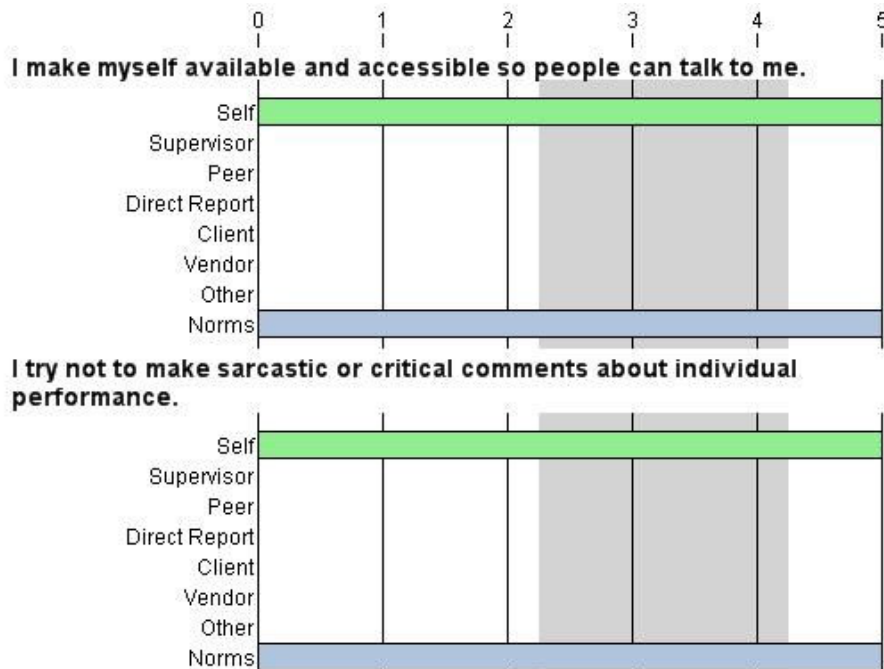
Interpretation

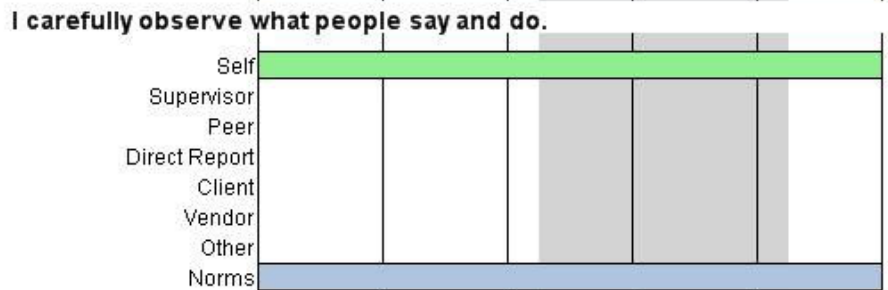
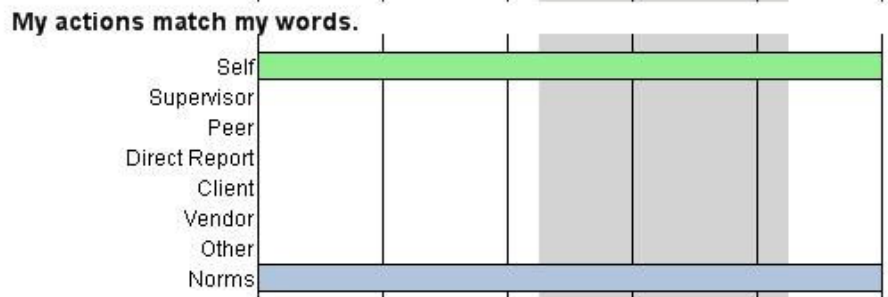
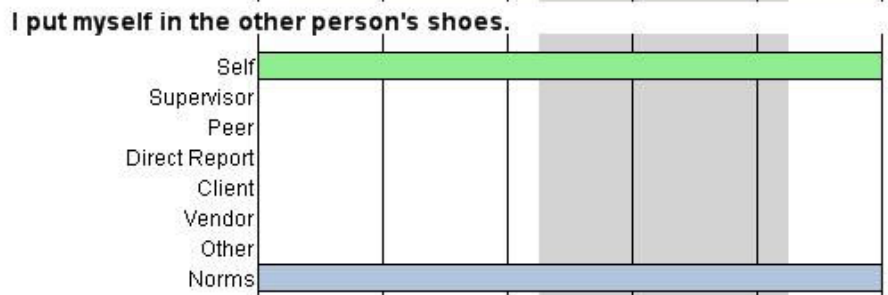
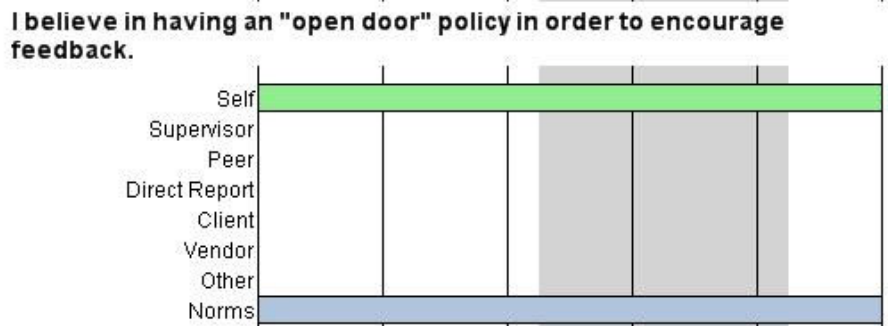
LOW (less than 2.75)

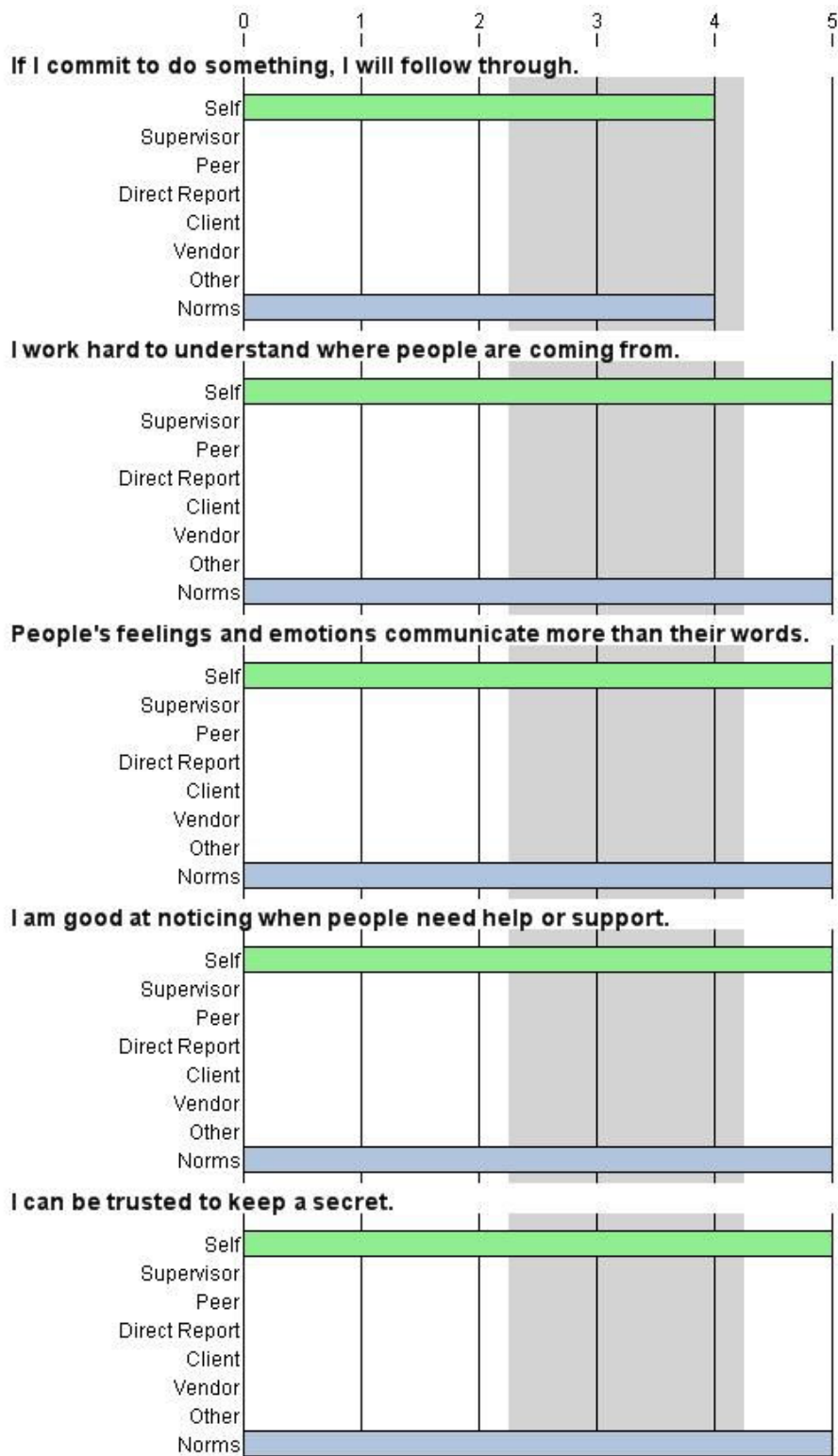
Response ratings predominantly in the ones and twos ("occasionally" and "almost never") suggest that you are more "cool" or aloof about other people's concerns (and perhaps even deliberately distance yourself from them). You might not be aware of times when people need your sincere advice or support. Even when you find yourself in a "deeper" conversation, you might be oblivious to the depth of someone's feelings or emotions. An individual who scores low is generally not counted on as a useful "sounding board" for other people's problems or concerns. People will seek out others who appear to be warmer and more accommodating. Low scorers send mixed or confused signals, arising from differences in what they say and what they do. People who know you are likely to prefer to keep their relationship with you superficial, or restrict it to mainly analytical issues.

HIGH (greater than 3.5)

Response ratings predominantly in the fours and fives ("almost always" and "very frequently") suggest that you generally like people and enjoy building strong and rewarding relationships through your conversations with them. You are likely to make a sincere effort to understand other people's concerns and challenges, and therefore quickly tune in to their underlying feelings about a problem or concern. A high scorer in this area quickly gains a reputation as someone to whom people can freely talk in confidence and turn to for helpful and patient guidance. High scorers are likely to be seen as balanced, non-critical, and highly reliable. They are also good listeners.







This section on Empathizing Ability looks at the extent to which you create a positive climate for coaching communication, and demonstrate an understanding of the other person's viewpoint and feelings. It asks the question: "How well do you build a spirit of trust and sincerity so that people will feel that you identify with them and their feelings and concerns?"

Recommendations for Overall Improvement

Low scorers need to develop their attentive listening skills and try not to judge what people say in terms of what they themselves would do. Although it is extremely difficult to do in the short-term, low scorers need to first think more deeply about how other people might be feeling and why before they offer any comment or response.

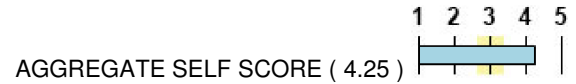
Ways to Strengthen or Improve Empathizing Ability

- Try to be as positive, sincere, and open as possible in all your conversations with people you meet.
- Be sensitive to people's feelings or emotions, as well as to their words.
- Try to develop mutual trust in your coaching relationships by being as genuine and honest as you can.
- Make sure that you always meet any commitments you make.
- Make sure that your deeds match your words, even if it means putting yourself out.



LISTENING SKILLS

This section on Listening Skills looks at your ability to hear as well as understand other people, and to quickly discover their full communication or overall message. It asks the question: "How attentively do you listen so as to understand other people and help them to successfully share what they are thinking and feeling?"



Interpretation

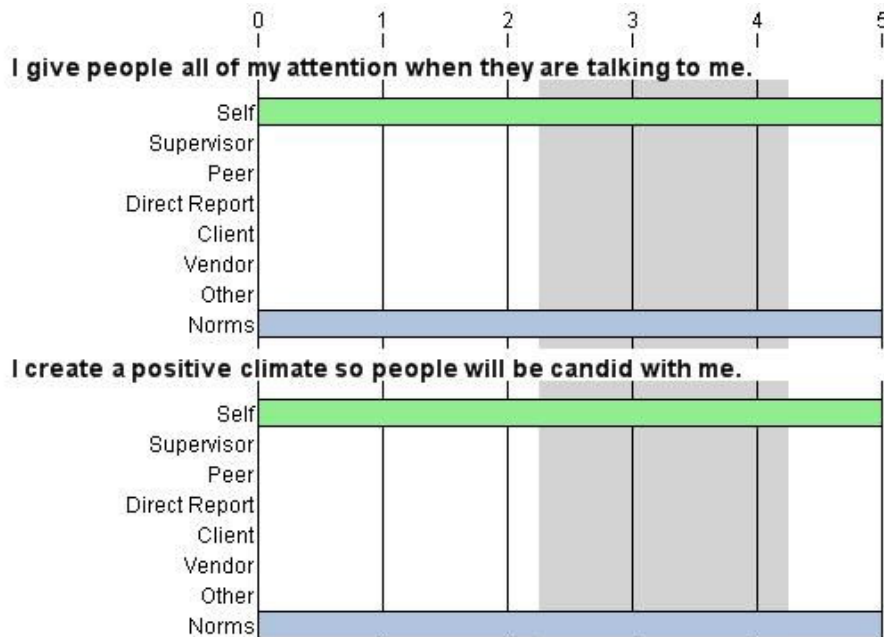
LOW (less than 2.75)

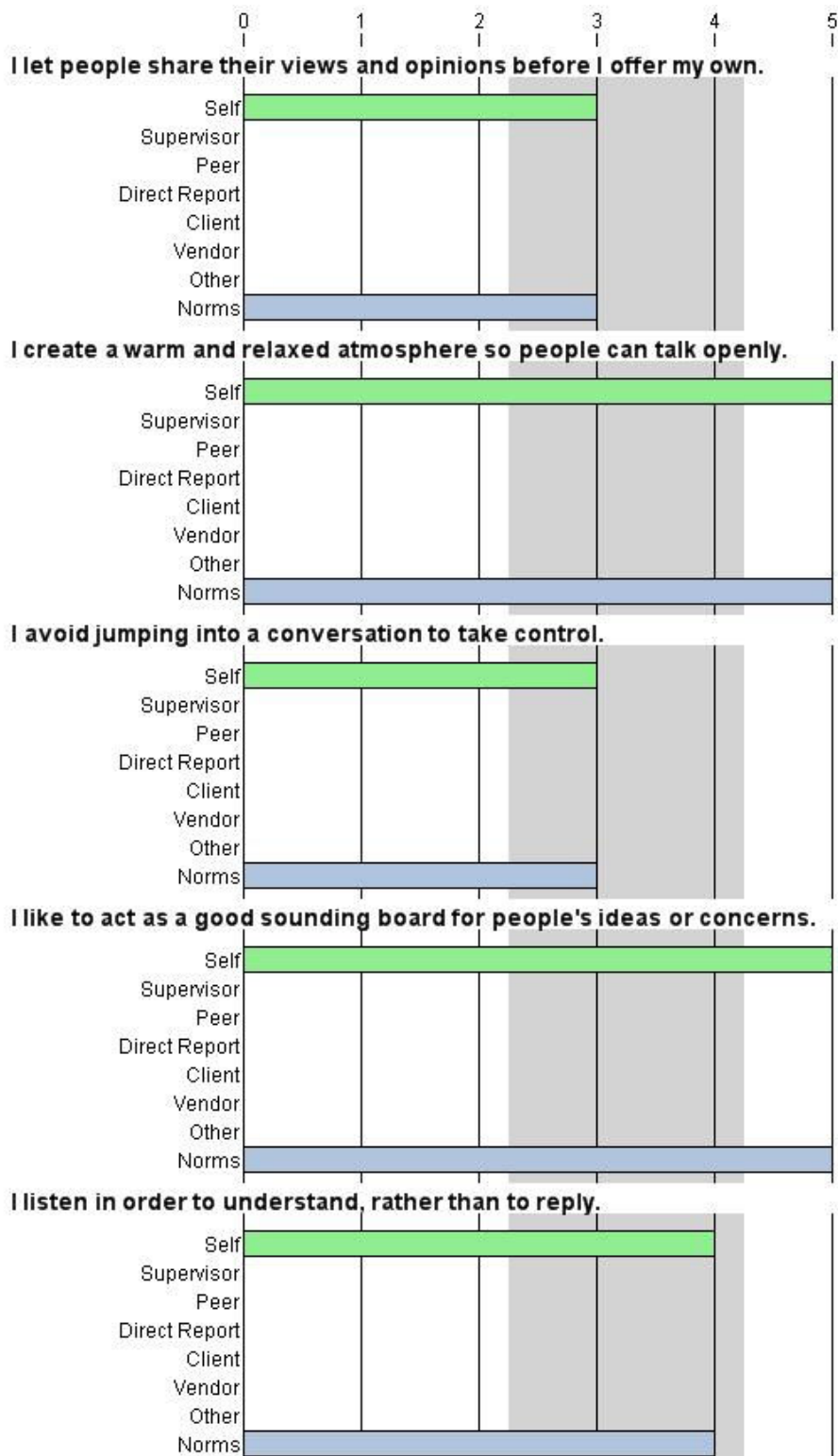
Response ratings predominantly in the ones and twos ("occasionally" and "almost never") suggest that you do not give your full attention to people when they express their ideas or concerns to you, and most likely don't listen attentively, nor select the right listening environment. You tend to interrupt people before they finish speaking, and even let your mind wander off track. An individual who scores low in this area is not generally sought out as a coach because people fear that what they have to say will not be fully valued or given the attention needed for coaching guidance or advice. Low scorers tend also to be impatient and distracted, and are not likely to devote much time to careful coaching or support.

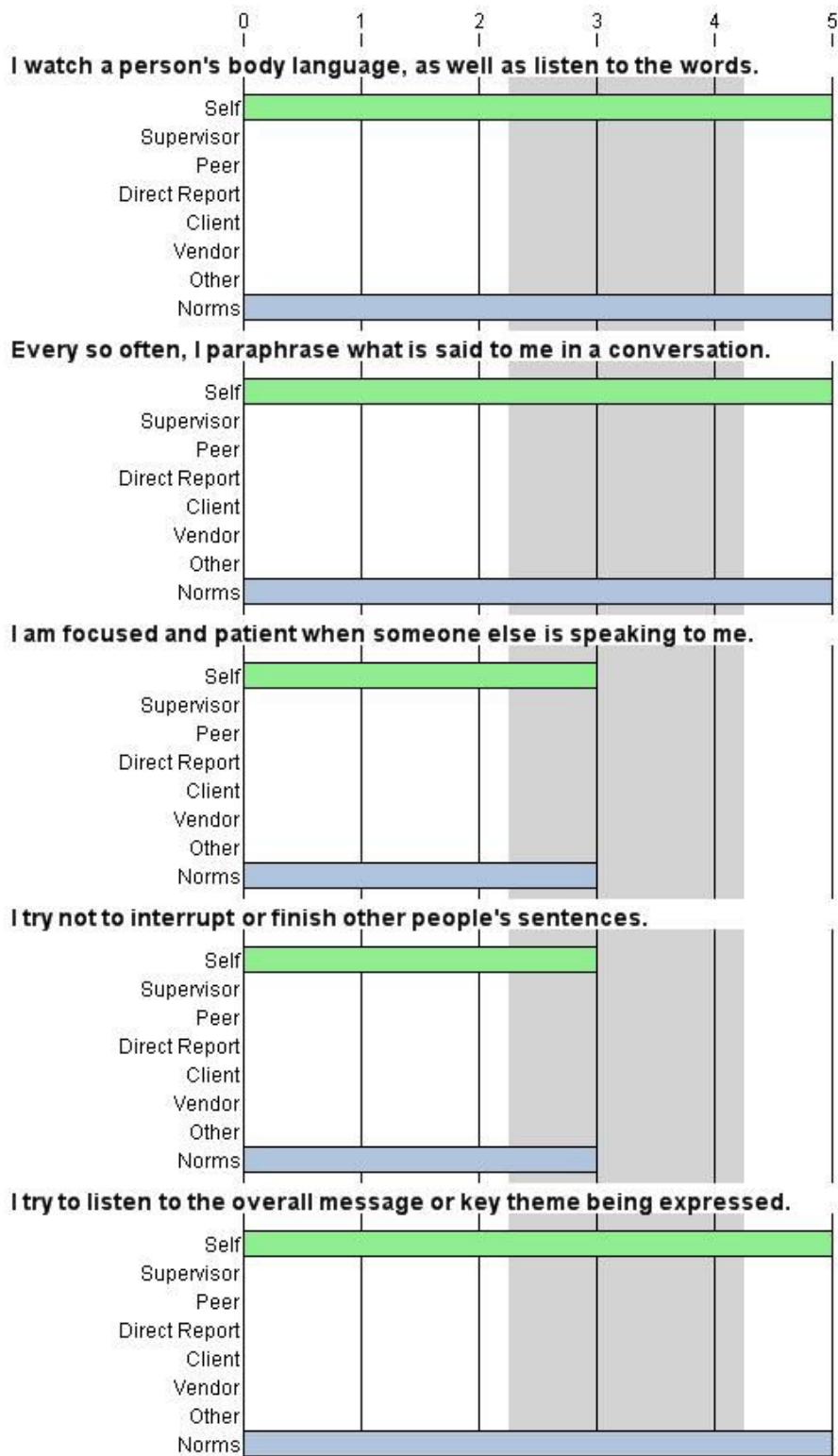
HIGH (greater than 3.5)

Response ratings predominantly in the fours and fives ("almost always" and "very frequently") suggest that you recognize the value of focusing attentively and concentrating on what people are communicating when you are trying to help them improve. You tend to look for the best possible climate for people to talk, allow them to speak without interruption, and carefully assess what they are saying.

A high scorer will quickly demonstrate interest and appreciation for what an individual has to say and has the patience and temperament necessary to guide and offer ideas or concerns. These kinds of people create a quiet, comfortable atmosphere for conversation, and deserve their reputation as reliable sources of support and encouragement.







This section on Listening Skills looks at your ability to hear as well as understand other people, and to quickly discover their full communication or overall message. It asks the question: "How attentively do you listen so as to understand other people and help them to successfully share what they are thinking and feeling?"

Recommendations for Overall Improvement

Low scorers need to become more empathetic listeners. They should take more time and pay more attention to people when they are talking with them. They can start to do this by maintaining good eye contact, not interrupting, paraphrasing and summarizing what they hear, and trying to discover all of what the speaker is seeking to convey.

Ways to Strengthen or Improve Listening Skills

- Find the right kind of climate to listen properly without distraction.
- Give every individual that you are seeking to coach your full time, attention, and concentration.
- Focus on their needs and listen for as long as possible, with minimal interruption.
- summarize what you think you heard from time to time to be sure that you have heard them properly and reassure them that you did.
- Learn how to read body language (your own and other people's) to enhance your listening skills.



CAPACITY TO CONFRONT AND CHALLENGE

This section focuses on your Capacity to Confront and Challenge. It looks at the extent to which you help people face up to their personal responsibilities and/or problems in order to deal with them successfully. It asks the question: "How successfully do you work with people to perform an honest appraisal of their shortfalls and encourage new thinking and strategies to overcome them?"



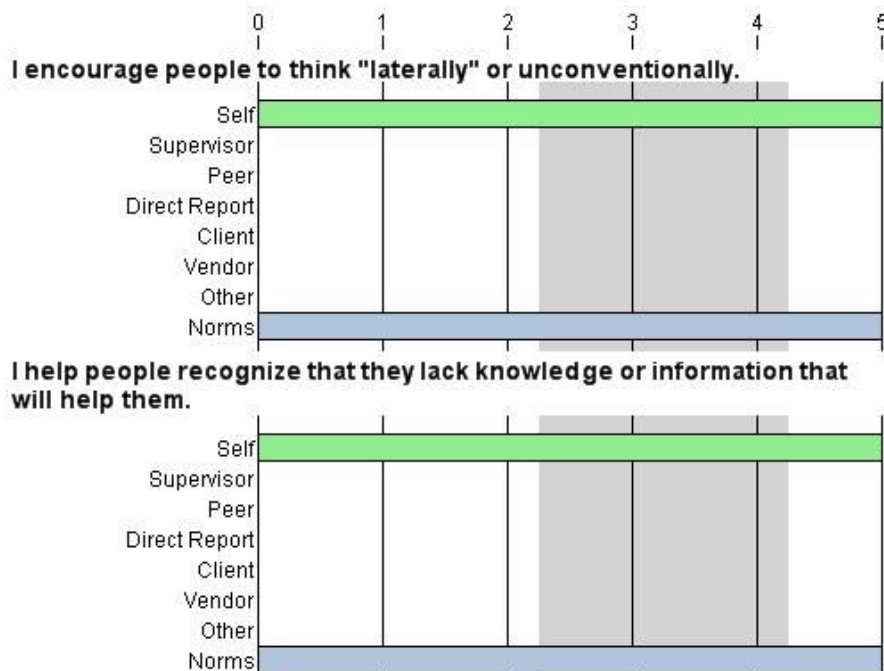
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LOW (less than 2.75)

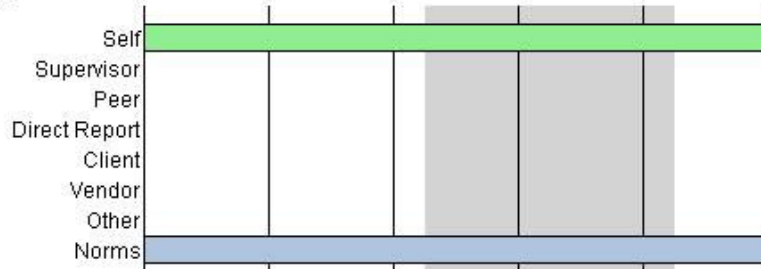
Response ratings predominantly in the ones and twos ("occasionally" and "almost never") suggest that you rarely challenge people to think about their responsibilities and problems in new or different ways nor encourage them to reflect more deeply about performance shortfalls. You are likely to tolerate mediocrity, and thus do not help others improve or confront their "average" performance. An individual who scores low in this area is likely to find performance coaching more difficult because he or she is not willing to get people to reflect on their poor or average performance or strive to reach higher or better goals. This type hesitates to offer full and candid feedback, and might even fear the negative impact that criticism has on individuals when it is offered.

HIGH (greater than 3.5)

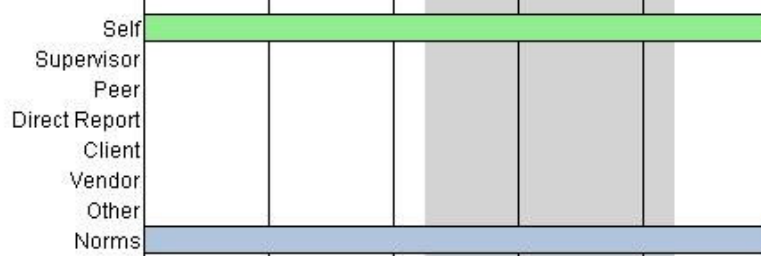
Response ratings predominantly in the fours and fives ("almost always" and "very frequently") suggest that you are effective at playing "devil's advocate" in a balanced and constructive way. You help individuals understand that they can and must do something about their difficulties and concerns, and you help create in them a healthy intolerance of average or mediocre performance or outcomes. A high scorer uses a variety of different ways and means to help people critically focus on their performance as a basis for improvement. He or she is perceived as firm but fair when dealing with others and tends to be solution-focused in terms of future courses of action in coaching situations.



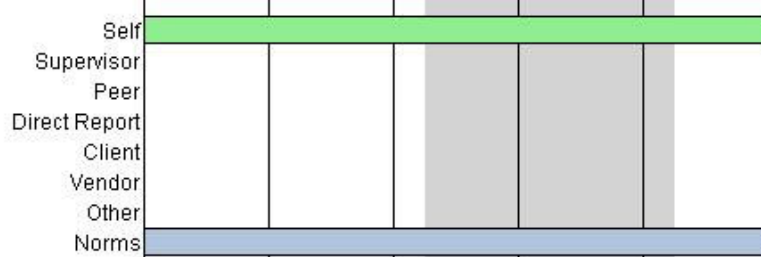
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I guide people toward a deeper understanding of their own feelings and emotions.



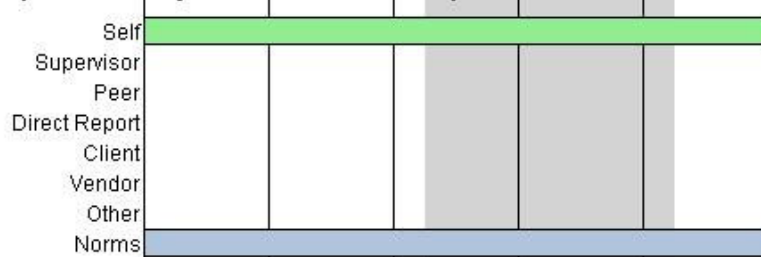
I find opportunities for people to apply new knowledge or skills.



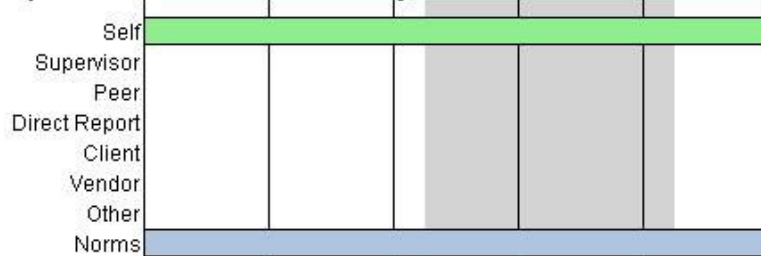
I challenge people to take on difficult or stretching tasks.

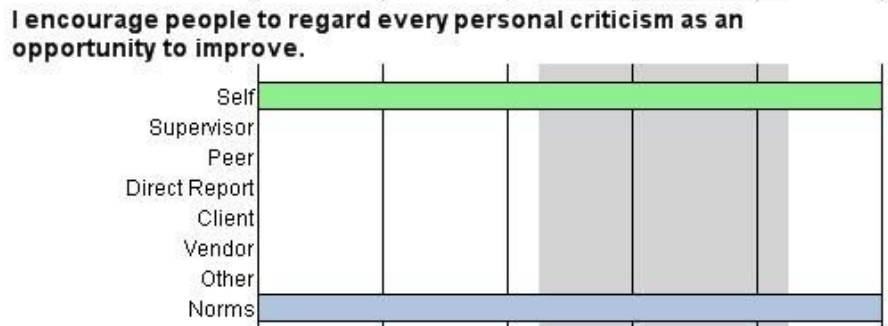
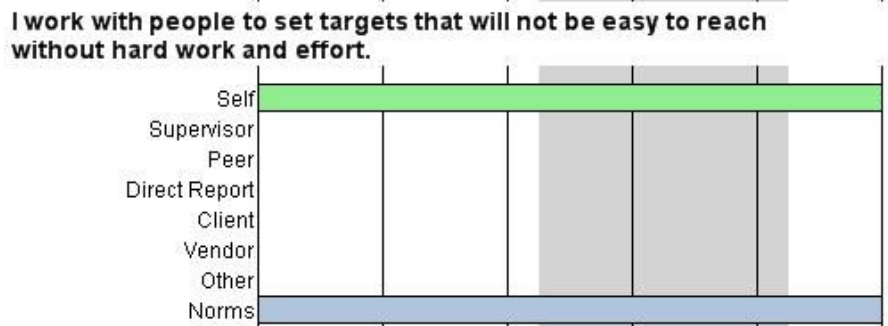


I help people to identify the "root" causes of problems.



I point out performance shortfalls directly, without undue hesitation.





This section focuses on your Capacity to Confront and Challenge. It looks at the extent to which you help people face up to their personal responsibilities and/or problems in order to deal with them successfully. It asks the question: "How successfully do you work with people to perform an honest appraisal of their shortfalls and encourage new thinking and strategies to overcome them?"

Recommendations for Overall Improvement

Low scorers need to become more comfortable providing direct and candid feedback to others about performance, and encourage them to "stretch" to overcome poor or average performance. To do this, they should practice asking probing questions, and challenge themselves and others to think deeply and creatively about new or different approaches they can take as alternatives to the current situation.

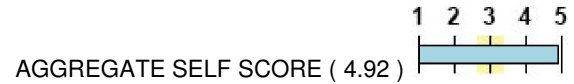
Ways to Strengthen or Improve Capacity to Confront and Challenge

- Develop a set of useful questions that you can ask individuals to help them assess whether or not their current approach and actions represent the best they can achieve.
- Use your questions to encourage people to solicit performance feedback from others as a healthy part of personal growth and learning.
- Challenge people to focus on their true development needs and on what they plan to do to address them.
- Encourage individuals you coach to look at the deeper root causes of their problems and challenges.
- Identify specific tasks or projects that can challenge and stretch people's skills and get them thinking in new directions.



PROBLEM SOLVING

This section on Problem-Solving Ability assesses your ability to find appropriate methods and means to identify/analyze an individual's problems or concerns and then explore avenues that might lead to solutions. It asks the question: "How well do you provide people with a contextual framework that helps them think about their problems and possible solutions?"



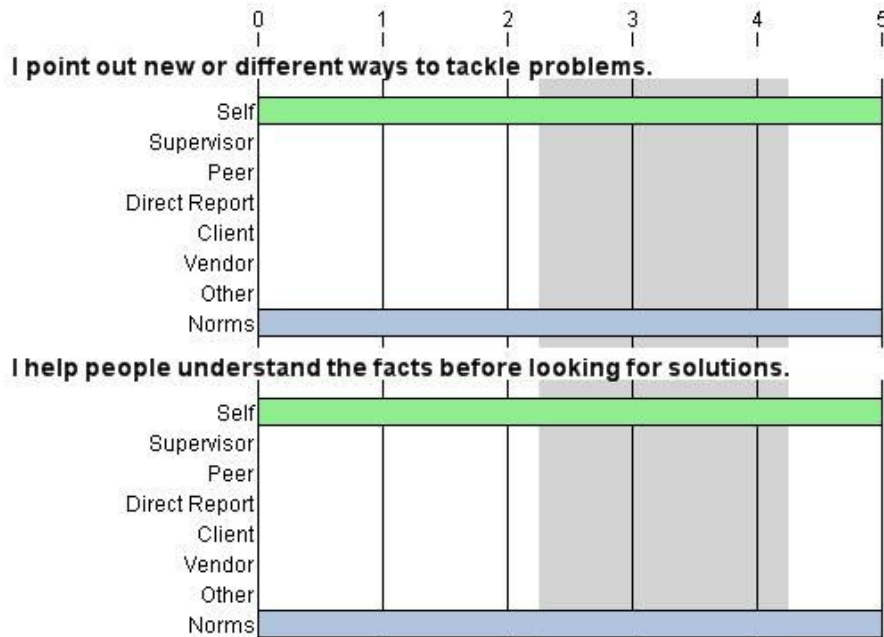
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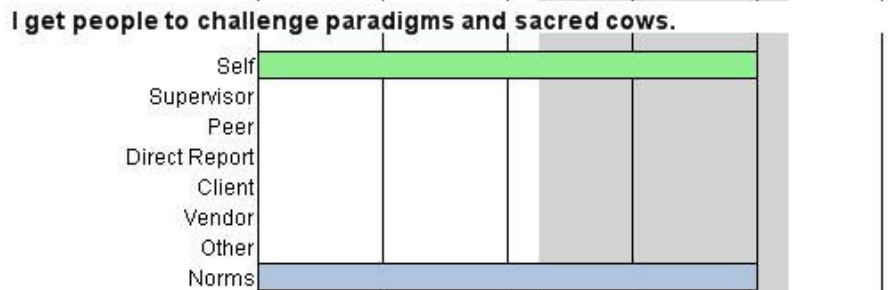
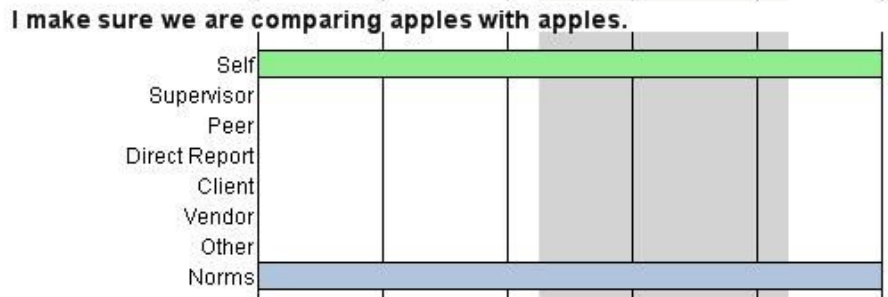
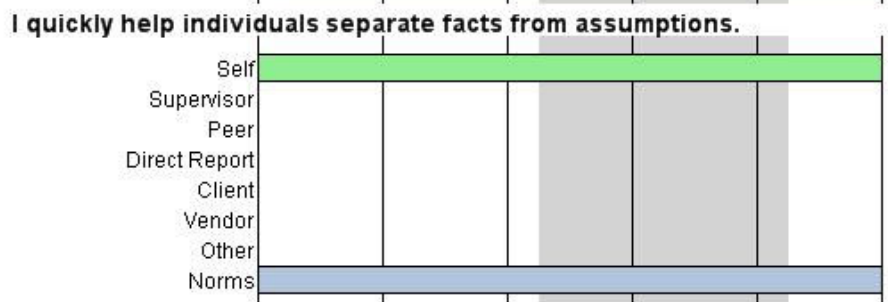
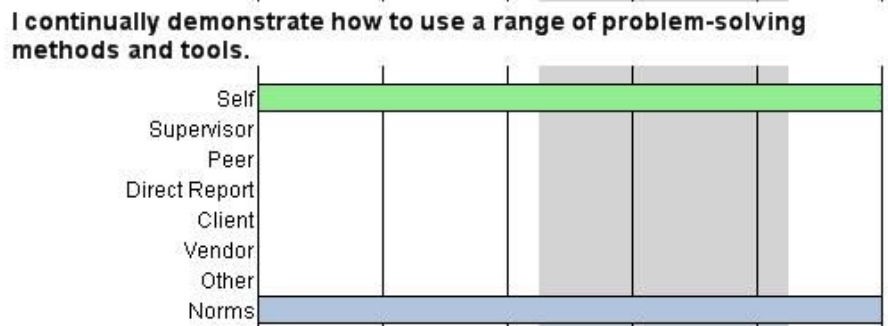
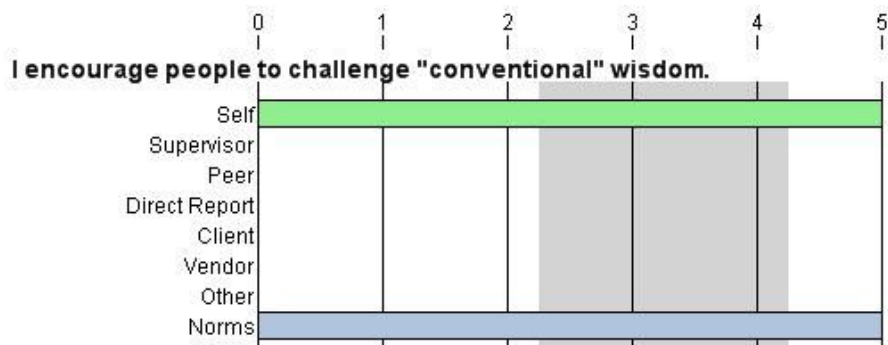
LOW (less than 2.75)

Response ratings predominantly in the ones and twos ("occasionally" and "almost never") suggest that you rarely offer creative problem-solving or problem-analysis tools, techniques, and methods when coaching individuals. You might not be helping them "think outside the box" to find a better solution or positive way forward. An individual who scores low in this area is probably ill-prepared to help people to look rigorously at the situations or circumstances they face and use careful sifting and analysis to come up with solutions. Such people generally lack the knowledge and understanding needed to introduce useful problem-solving tools or approaches that provide new insights or create a different contextual framework for a problem to be dealt with.

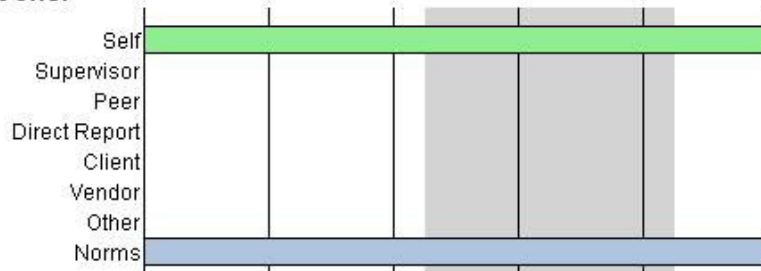
HIGH (greater than 3.5)

Response ratings predominantly in the fours and fives ("almost always" and "very frequently") suggest that you encourage individuals to use different ways of looking at problems or issues and are able to draw on a range of different analytical tools. You also encourage them to generate several possible solutions and then carefully evaluate the best one, based on the evidence, that will provide the best possible course of future action. An individual who scores high in this area is perceived to be appropriately knowledgeable and understanding regarding a range of problem-solving approaches, and is capable of suggesting the most appropriate of these when the circumstances are right to do so.

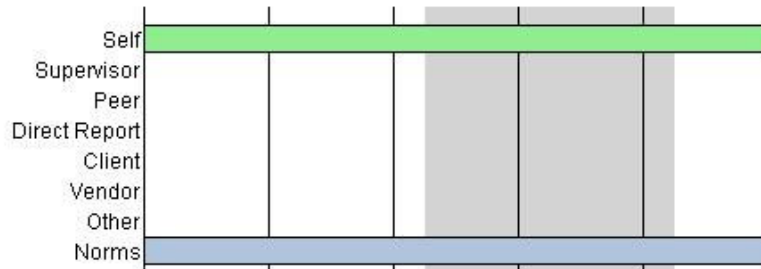




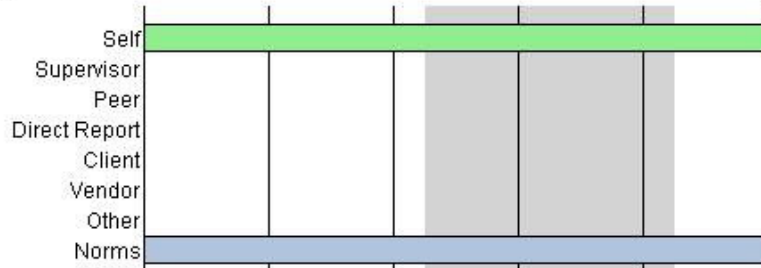
0 1 2 3 4 5
I help people to identify several possible answers or options, rather than just one.



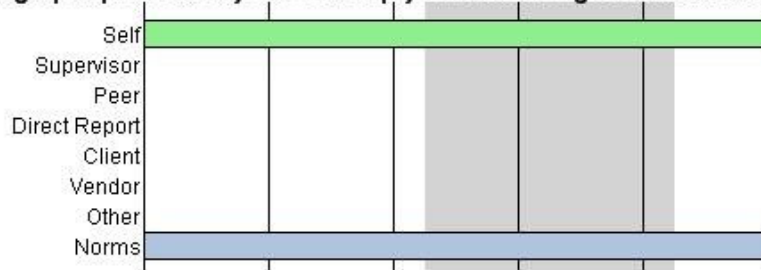
I try to help people explore the consequences of different courses of action.



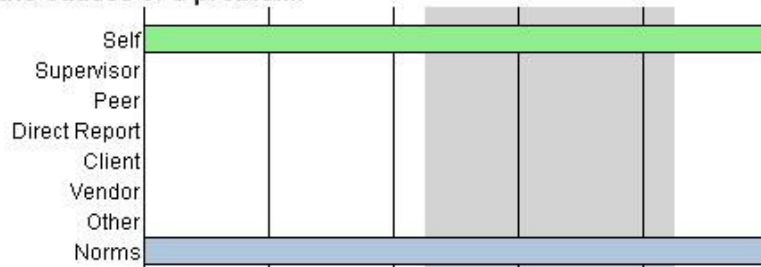
I encourage people to look for the context of the issue or problem they face.



I encourage people to always think deeply when looking for solutions.



I ask probing and incisive questions in order to help individuals identify the causes of a problem.



This section on Problem-Solving Ability assesses your ability to find appropriate methods and means to identify/analyze an individual's problems or concerns and then explore avenues that might lead to solutions. It asks the question: "How well do you provide people with a contextual framework that helps them think about their problems and possible solutions?"

Recommendations for Overall Improvement

Low scorers need to learn how to use a range of problem-solving so they can suggest appropriate ones when they are coaching others. They should also adopt a more incisive questioning approach and teach individual's they are coaching how to look at a problem in a new context or from a different angle in order to identify a range of solutions.

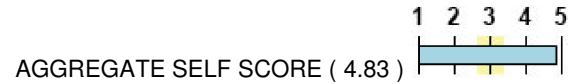
Ways to Strengthen or Improve Problem Solving Ability

- Find ways to focus individuals on facts that they might have missed.
- Suggest tools and methods that might help them identify or fully understand and analyze the problem.
- Encourage individuals to challenge their assumptions, even the supposed inevitability of some of the outcomes they foresee.
- Encourage people to challenge fixed thinking paradigms and conventional wisdom.
- Help individuals to broaden their horizons when looking to solve complex problems by getting them to think outside their most immediate or familiar experience and widen their usual array of reading material.



FEEDBACK GIVING SKILLS

This section on Feedback Giving Skills looks at the extent to which you offer useful and constructive performance feedback that is accepted and acted upon. It asks the question: "How well do you make use of a range of counseling, coaching, and instructional methods and activities to help people perform at their best?"



Interpretation

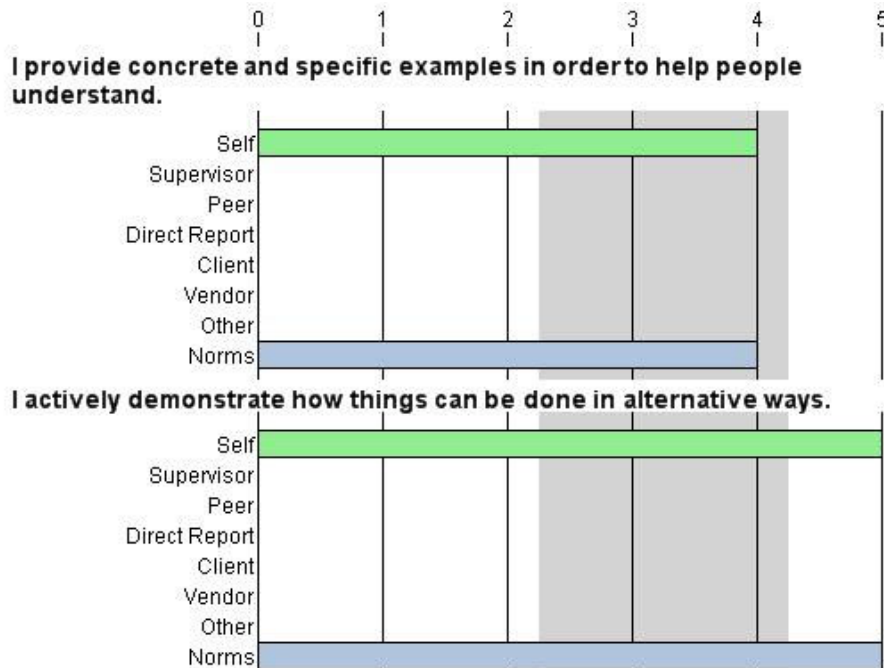
LOW (less than 2.75)

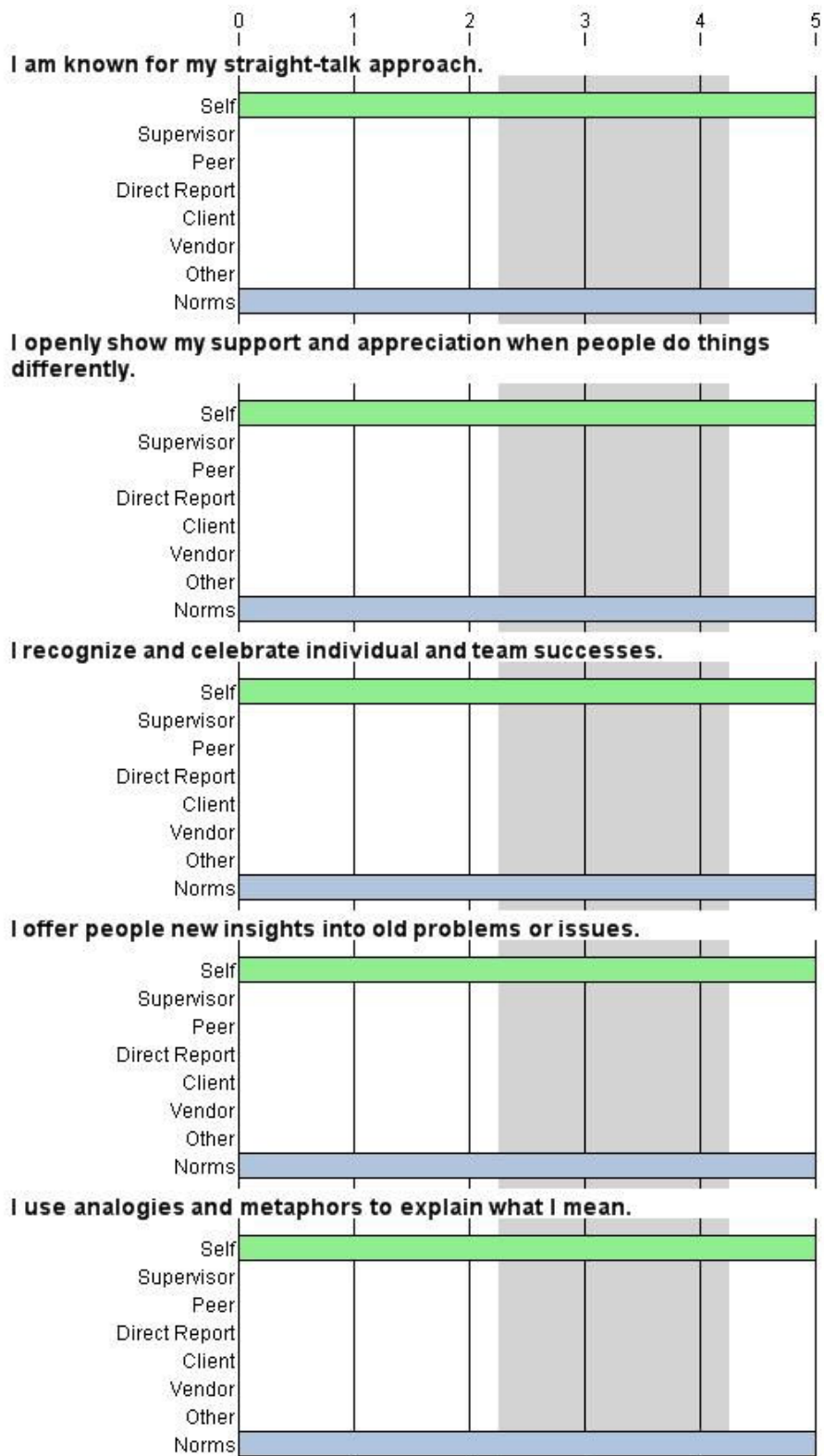
Response ratings predominantly in the ones and twos ("occasionally" and "almost never") suggest that you are less communicative than you might be in coaching others and use feedback in a limited and less-interesting way. You are more likely to occasionally offer inappropriate feedback or criticize performance or individuals before you have all the facts or a better suggestion. An individual who scores low in this area fails to offer feedback frequently enough. Individuals do not accept their counseling or instructional approach possibly because they are not getting effective feedback and their improved or good performance is not recognized or rewarded.

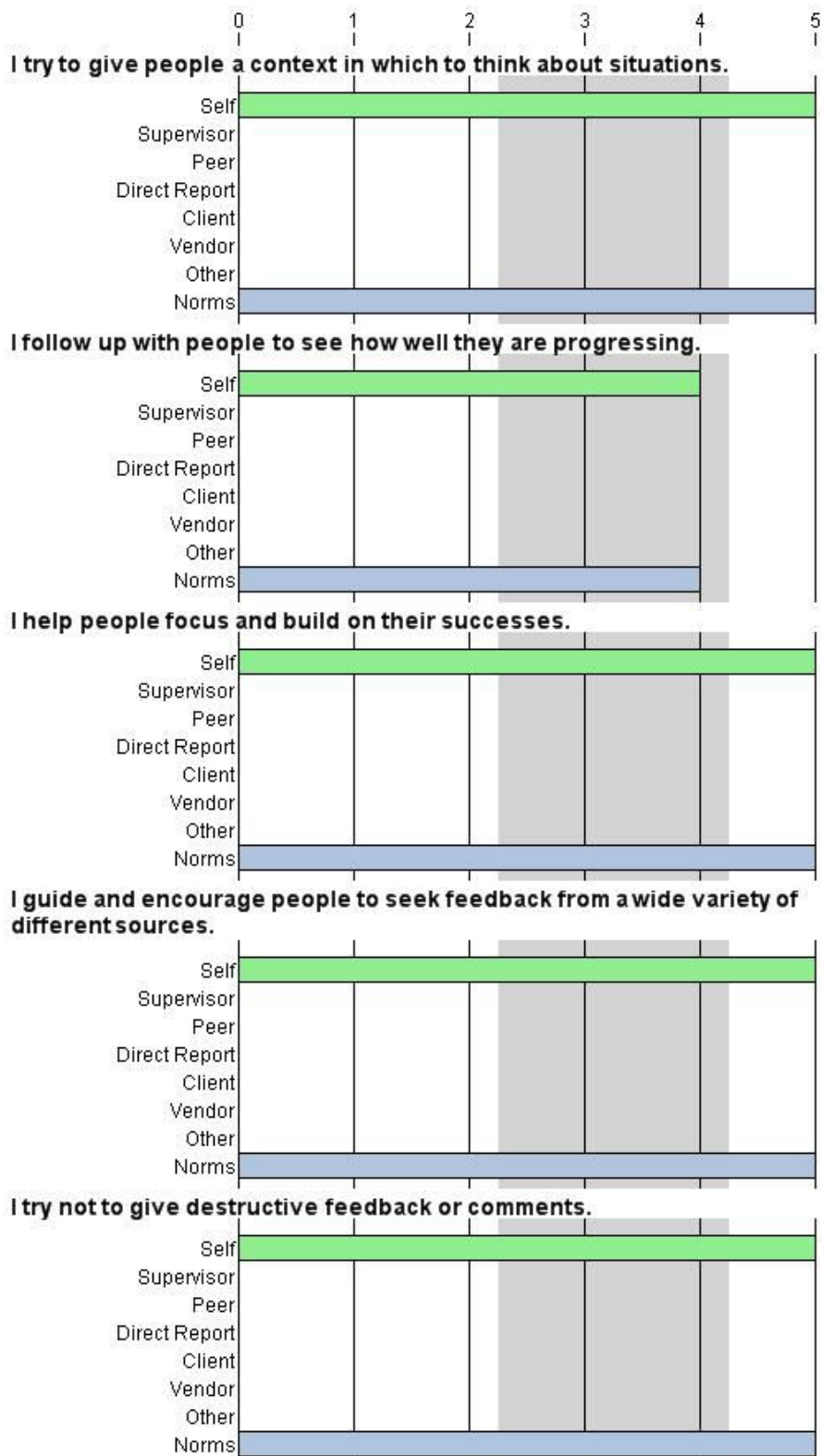
HIGH (greater than 3.5)

Response ratings predominantly in the fours and fives ("almost always" and "very frequently") suggest that you use positive two-way feedback as a primary means by which to offer instruction, training support, or general coaching. You use open and flexible communication and listening styles that allow you to watch what people do and describe ways in which they might improve or be more successful.

A high scorer is likely to offer people "positive strokes" for their successes and improvements, while at the same time offering insights into how they can build on or improve their efforts still further. The effective coach does this by pointing to specific areas that can be improved and helping individuals to identify appropriate strategies.







This section on Feedback Giving Skills looks at the extent to which you offer useful and constructive performance feedback that is accepted and acted upon. It asks the question: "How well do you make use of a range of guidance counseling, coaching, and instructional materials, methods and activities to help people perform at their best?"

Recommendations for Overall Improvement

Low scorers need to take the time to carefully observe the individual before offering feedback and practical suggestions for improvement. They should praise others for their achievements and find opportunities and creative ways to inspire and share insights regarding improvements.

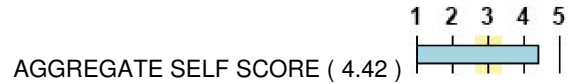
Ways to Strengthen or Improve Feedback Giving Skills

- Develop logical, clear, and concise appraisals of people's performance after careful observation.
- Find suitable times and places to offer feedback genuinely, without unduly "softening" it.
- Use analogies, metaphors, and examples to illustrate what you mean, but be clear about how you want the individual to perform.
- Follow up to make sure the individual understands.
- Take people's feelings into account when offering feedback, and only offer it if the individual is ready and willing to listen properly.



CAPACITY TO EMPOWER

This section on Capacity to Empower looks at the extent to which you give people the freedom or the "space" to determine how they will achieve personal goals or challenges. It asks the question: "To what extent do you create a climate of trust in which people feel that they can take risks and make mistakes in order to learn to do things in a better or different way?"



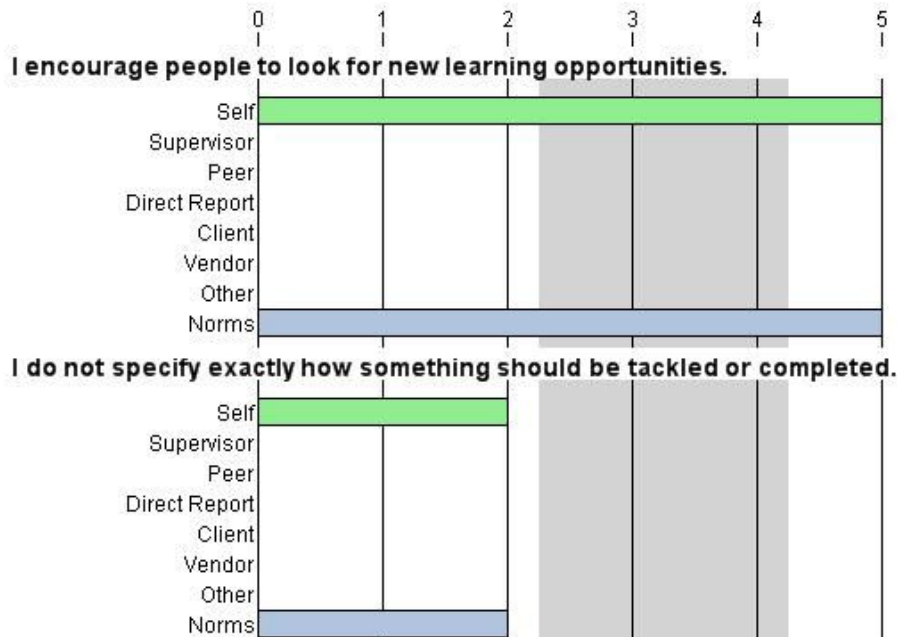
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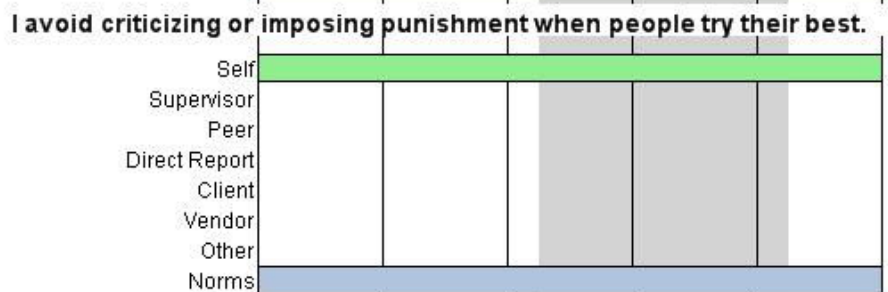
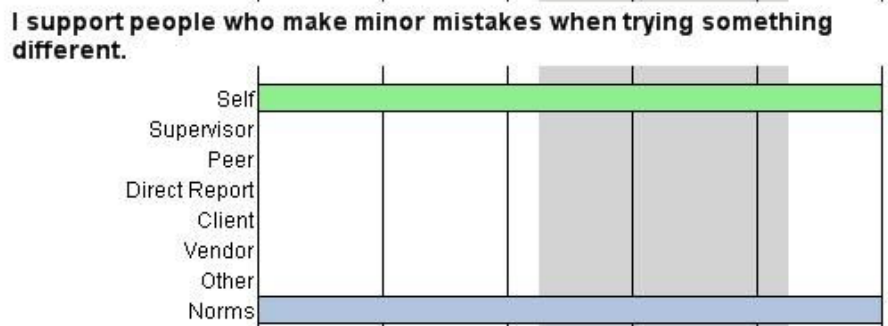
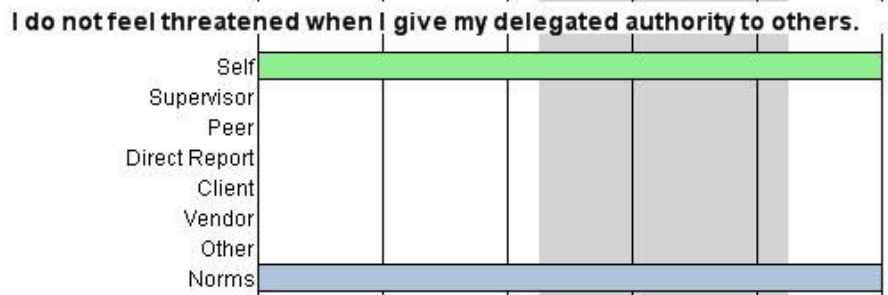
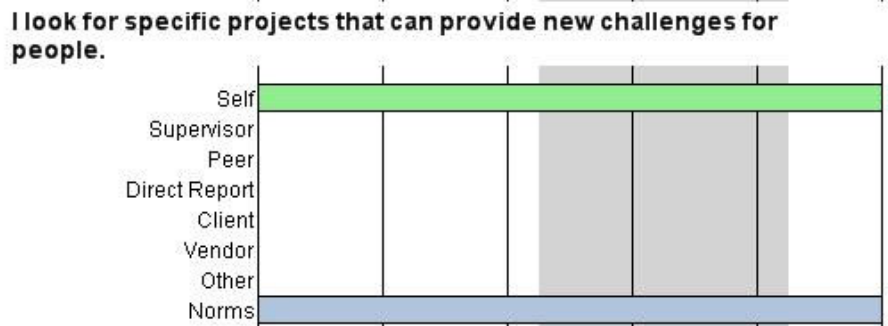
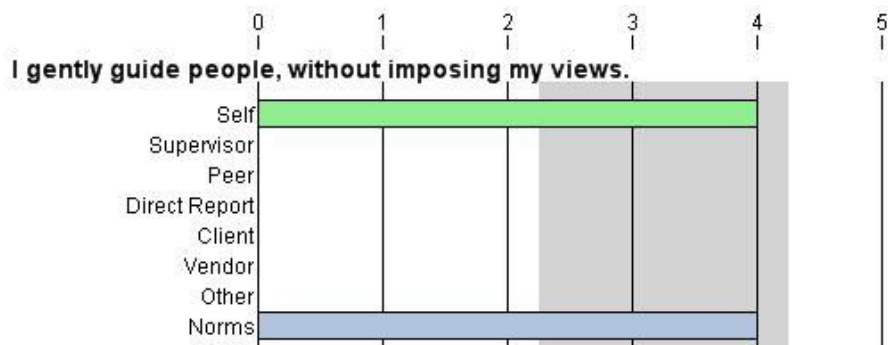
LOW (less than 2.75)

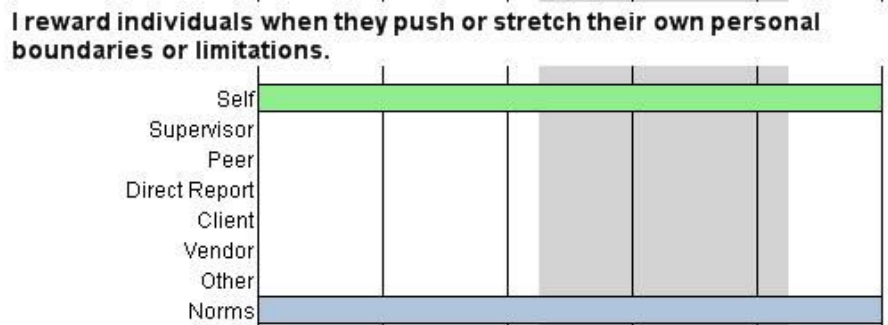
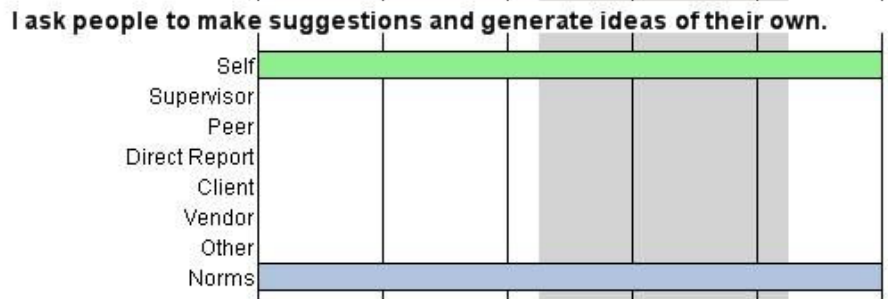
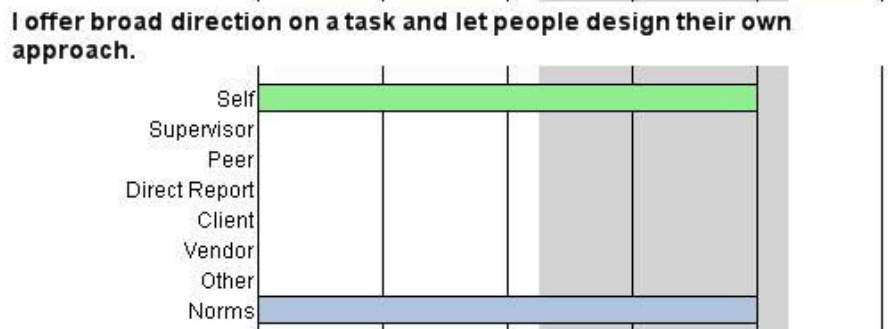
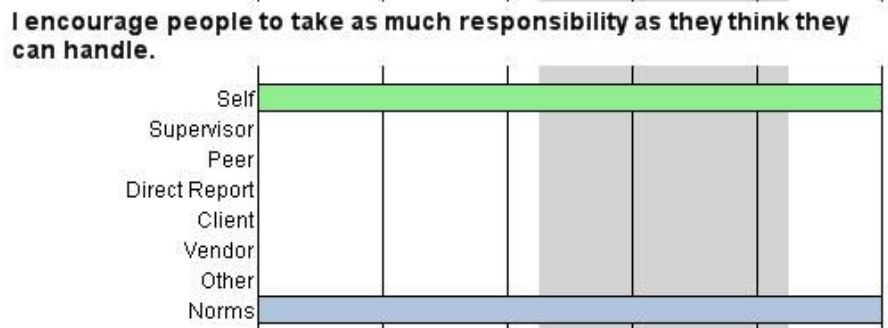
Response ratings predominantly in the ones and twos ("occasionally" and "almost never") suggest that you rarely give people enough "space" or authority to take on tasks or projects that are at the limits of their capability. You tend to over-specify how things are to be done and might even intervene personally when you feel that an individual has made a mistake or is going to fail. An individual who scores low in this area tends to take on too much by themselves or only offer low-level or "safe" tasks to others (that can be supervised) or delegate tasks that come with consequences if things go wrong. You tend to give your opinions too regularly, and even take tasks and projects back from people who are not performing to your exacting standards.

HIGH (greater than 3.5)

Response ratings predominantly in the fours and fives ("almost always" and "very frequently") suggest that you enjoy seeing people take on new, challenging tasks and personally grow by being given the "space" to take reasonable risks and different approaches. You delegate a lot of responsibility to people whom you believe are capable, and you encourage people to take on personal challenges and goals. A high scorer is likely to actively look for ways to empower individuals to take on responsibility and move the limits of their "comfort zone" when performing new or different tasks. You will rarely feel uncomfortable about delegating your authority to others, and you give people as much support as they need, even when mistakes or less-than-optimal paths are chosen.







This section on Capacity to Empower looks at the extent to which you give people the freedom or the "space" to determine how they will go about achieving personal goals or challenges. It asks the question: "To what extent do you create a climate of trust in which people feel that they can take risks and make mistakes in order to learn to do things in a better or different way?"

Recommendations for Overall Improvement

Low scorers need to become less prescriptive or structured and more trusting of those around them if they want people to achieve results at least as good as the standards they could achieve themselves. As such, they should offer only broad directional guidance when delegating or assigning a task, and should avoid intervening unless it is absolutely critical or the individual asks for help.

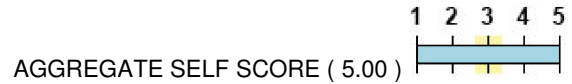
Ways to Strengthen or Improve Capacity to Empower

- Look for a variety of new learning opportunities for people around you, and make them easily available.
- Describe possible courses of action, but do not specify the exact approach and outcomes that you expect the individual to take or achieve. Let him or her discover a path.
- Support people when they make minor or understandable mistakes, and encourage them to assess what they can do differently.
- Reward hard work, innovation, and efforts to stretch personal boundaries.



MENTORING SKILLS

This section on Mentoring Skills looks at the extent to which you provide coaching and assistance to people who will benefit from long-term guidance, and whether or not you have the skills and experience to assist them. It asks the question: "How well do you identify people who would benefit from mentoring, and then select the right way or the right people to establish such a strong and mutually-beneficial relationship?"



Interpretation

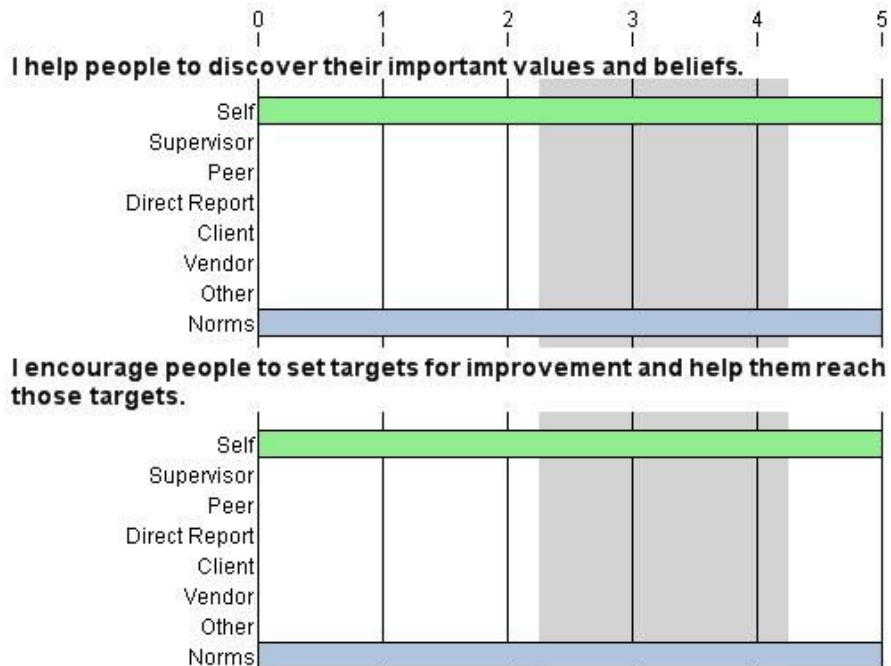
LOW (less than 2.75)

Response ratings predominantly in the ones and twos ("occasionally" and "almost never") suggest that you miss or fail to take advantage of opportunities to mentor others or find other suitable people to mentor individuals who can benefit from a long-term one-to-one relationship. At the most extreme end of the scale, you offer little or no counseling support to people, and leave them entirely to their own devices.

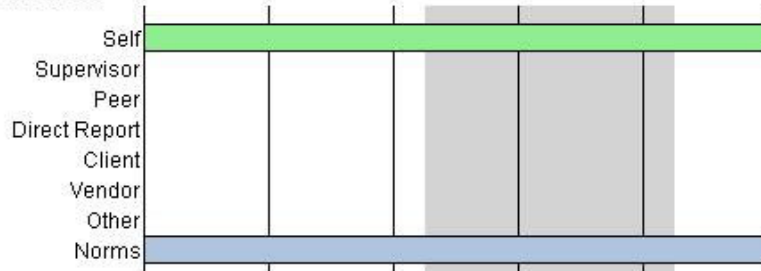
An individual who scores low in this area is likely to only offer or promote mentoring (if it is available) as part of a structured program. Low scorers tend not to identify people who would value a mentor, and do not look for opportunities to match up people with needs to people with the skills or experience to help.

HIGH (greater than 3.5)

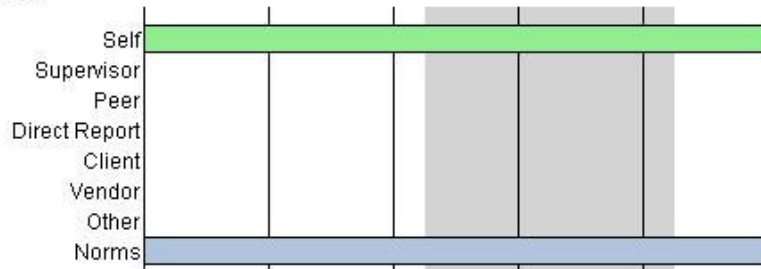
Response ratings predominantly in the fours and fives ("almost always" and "very frequently") suggest that you by nature are aware of those who would benefit from mentoring, and are able to identify individuals (including yourself) who are or would be highly effective mentors to others. You are adept at matching individuals to their most useful and helpful mentors, taking into account individual styles and personality. A high scorer seeks out inexperienced individuals or people who could benefit from some longer-term one-to-one coaching or guidance, and will even intervene directly in order to find the most appropriate match, even if it's them.



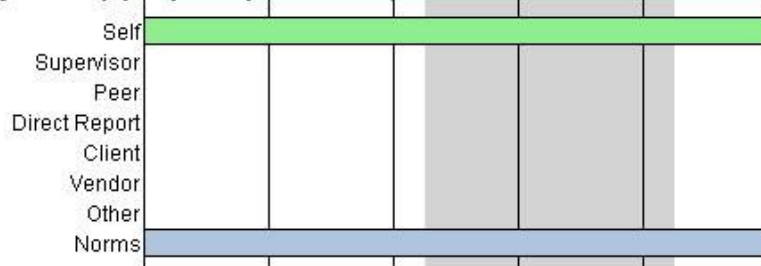
0 1 2 3 4 5
I look for opportunities to match individuals to people who can help or support them.



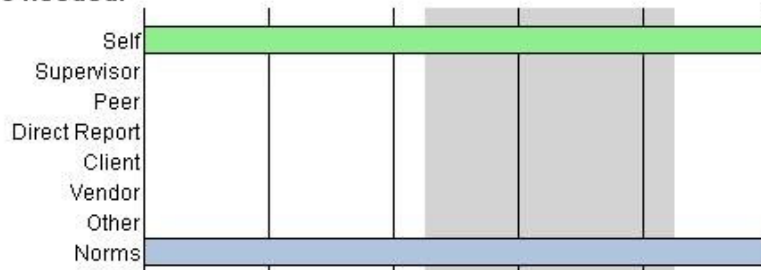
I find ways to guide people and share this in ways that they will understand.



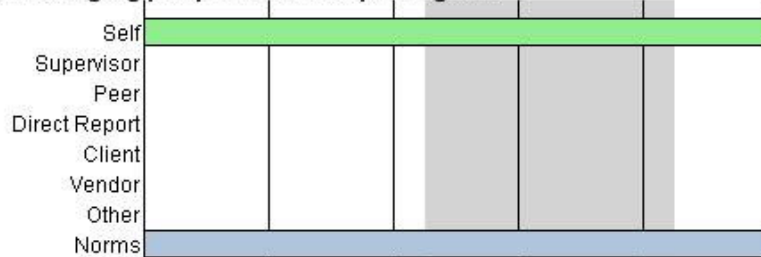
I find ways to help people improve their performance.



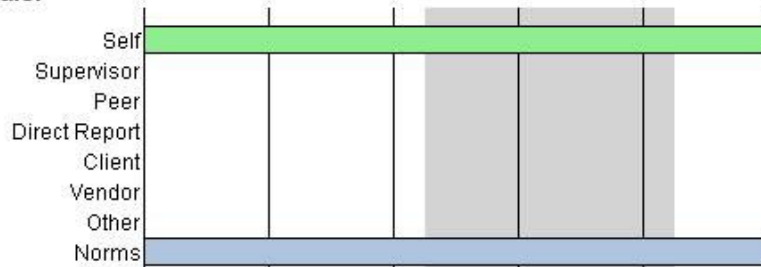
I make myself freely available for counseling or coaching assistance when it is needed.



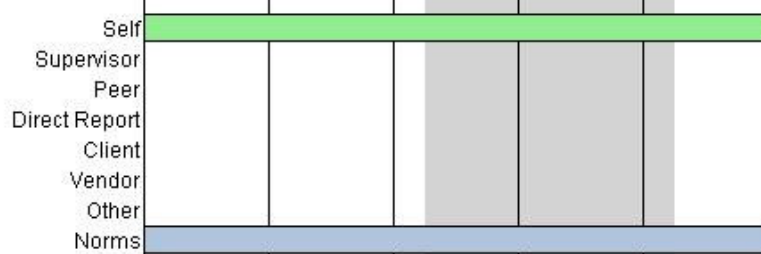
I enjoy encouraging people to develop and grow.



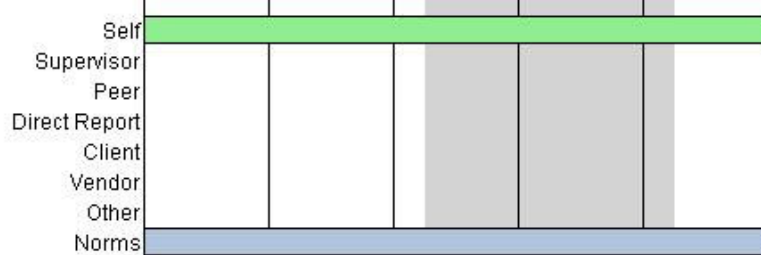
0 1 2 3 4 5
I take a long-term interest in the development or careers of many individuals.



People who know me would say that I am a good mentoring "matchmaker"



I openly share my organizational experience with anyone who values it.



I help individuals build mentoring relationships and network with others who can help them.



I mentally take note of situations in which a mentoring approach might be beneficial.



This section on Mentoring Skills looks at the extent to which you provide coaching and assistance to people who will benefit from long-term guidance, and assess whether or not you have the skills and experience to assist them. It asks the question: "How well do you identify people who would benefit from mentoring, and then select the right way or the right people to establish such a strong and mutually-beneficial relationship?"

Recommendations for Overall Improvement

Low scorers need to take a serious interest in people who are new to a team or an organization; people in new jobs; and people who seem to be facing special or difficult challenges. They should actively try to learn what needs these people have and who in the organization can provide long-term assistance or guidance.

Ways to Strengthen or Improve Mentoring Skills

- Learn as much as you can about individuals in the organization including their beliefs, prejudices, opinions, and values.
- Gently determine whether or not they would be open to mentoring.
- Try to create well-matched mentoring relationships by drawing on your own experience and the experience of others who are willing to provide good guidance and support for the individual in question.
- Follow up with the mentor and mentee on a regular basis to ensure that individual is being given quality personal time and appropriate guidance, and is stretching and growing.



THE 10/10 REPORT

Top 10 Strengths

Mentoring Skills

84 .I mentally take note of situations in which a mentoring approach might be beneficial.	5.00
83 .I help individuals build mentoring relationships and network with others who can help them.	5.00
82 .I openly share my organizational experience with anyone who values it.	5.00
81 .People who know me would say that I am a good mentoring "matchmaker."	5.00
80 .I take a long-term interest in the development or careers of many individuals.	5.00
79 .I enjoy encouraging people to develop and grow.	5.00
78 .I make myself freely available for counseling or coaching assistance when it is needed.	5.00
77 .I find ways to help people improve their performance.	5.00
76 .I find ways to guide people and share this in ways that they will understand.	5.00
75 .I look for opportunities to match individuals to people who can help or support them.	5.00

Top 10 Development Needs

Capacity to Empower

62 .I do not specify exactly how something should be tackled or completed.	2.00
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Listening Skills

15 .I let people share their views and opinions before I offer my own.	3.00
17 .I avoid jumping into a conversation to take control.	3.00
22 .I am focused and patient when someone else is speaking to me.	3.00
23 .I try not to interrupt or finish other people's sentences.	3.00

Capacity to Empower

68 .I avoid jumping in too quickly, even when people make mistakes.	3.00
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Empathizing Ability

8 .If I commit to do something, I will follow through.	4.00
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Listening Skills

19 .I listen in order to understand, rather than to reply.	4.00
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Capacity to Confront and Challenge

34 .I help people to break down their problems into manageable parts.	4.00
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Problem-Solving Ability

43 .I get people to challenge paradigms and sacred cows.	4.00
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COURSE AND READING SUGGESTIONS

The following are general reading and course suggestions that may help you to better understand the two categories in which your scores were the lowest and to assist you in writing your development plan.

Listening Skills

Listening Skills looks at your ability to hear as well as understand other people, and to quickly discover their full communication or overall message. It asks the question: "How attentively do you listen so as to understand other people and help them to successfully share what they are thinking and feeling?"

Course Suggestion

- Effective Listening Skills
- Active/Attentive Listening
- Feedback Giving and Receiving
- Building Empathy
- Reading Body Language

Other Suggestion

- If you feel comfortable doing so, talk to your direct supervisor/manager or a training and development specialist about personal training, coaching, and specific projects, and other possible support they may be able to offer to improve your skills.

Reading Suggestion

- Effective Listening Skills (Business Skills Express). Abby Robinson Kratz (Preface), et al.
- Between People : Communicating One-To-One. John A. Sanford
- The Team Coach : Vital New Skills for Supervisors & Managers in a Team Environment. Donna Deeprose
- Tuning in : A Guide to Effective Listening. Robert Maidment
- Emotional Intelligence. Daniel P. Goleman

Capacity to Empower

Capacity to Empower looks at the extent to which you give people the freedom or the "space" to determine how they will achieve personal goals or challenges. It asks the question: "To what extent do you create a climate of trust in which people feel that they can take risks and make mistakes in order to learn to do things in a better or different way?"

Course Suggestion

- Empowering Others
- Rewarding and Recognizing Performance Excellence
- Building Trust and Empathy
- Delegation Skills

Reading Suggestion

- Developing Managers As Coaches : A Trainer's Guide (McGraw-Hill Training Series). Frank S. Salisbury

Other Suggestion

- If you feel comfortable doing so, talk to your direct supervisor/manager or a training and development specialist about personal training, coaching, and specific projects, and other possible support they may be able to offer to improve your skills.

Reading Suggestion

- The Complete Guide to Coaching at Work. Perry Zeus and Suzanne Skiffington
- The Mentor's Guide: Facilitating Effective Learning Relationships. Lois J. Zachary and Laurent A. Daloz
- Masterful Coaching. Rod Hargrove
- Masterful Coaching Fieldbook. Robert Hargrove
- Developing High Performance People : The Art of Coaching. Oscar G. Mink, Keith Owen (Contributor) and Barbara Mink (Contributor)
- Coaching Evoking Excellence in Others. James Flaherty



DEVELOPMENT PLAN

Use the space below to write out your personal development plan for the next 12 months based on your results. Draw upon the general improvement actions in relevant areas of the report, and ideas that are suggested in the attached coaching tips.

I do not specify exactly how something should be tackled or completed.
Action to Take:

Score: 2.00

I let people share their views and opinions before I offer my own.
Action to Take:

Score: 3.00

I avoid jumping into a conversation to take control.
Action to Take:

Score: 3.00

I am focused and patient when someone else is speaking to me.
Action to Take:

Score: 3.00

I try not to interrupt or finish other people's sentences.
Action to Take:

Score: 3.00

Capacity to Empower

Avoid specifying exactly how something should be done.

Athletic and artistic coaches are direct and emphatic about what an individual has to do in order to improve their performance: the sub-optimal actions are obvious, so corrective intervention is easy to describe. However, even in these cases, most coaches will tell you that they'd rather provide "suggested" or loosely defined advice, rather than instruct or force something on the individual. This is simply because they want the individual to feel it is **their** solution, so they can internalize the change and repeat it when the coach is no longer there to watch.

Of course, the coaching we are talking about in this Facilitator's Guide is often more complex than for sports, say, or for drama; it is less defined and full of fuzzy boundaries and aspects that cannot be so readily recognized. The options are also more numerous and varied. It is, therefore, even more important for the effective coach in these circumstances to make sure that they only gently guide the individual. However, they must emphasize that the coach is not accountable for the detailed choices that they make—that job belongs to the individual.

Here are some ways to guide more effectively:

1. Even where the possible options appear obvious or clear cut, avoid the temptation to specify the path. Instead, guide the individual to identify the path or route forward for themselves.
2. Describe possible options, but only in a very broad and general way. Leave plenty of room for them to fill in the details for themselves. They need to contribute ideas of their own.
3. Encourage individuals to generate alternative courses of action. Gently steer them in the direction that is likely to yield the best results, without forcing any decisions on the person you are coaching.
4. Adopt a questioning approach to get people to think about relevant issues and the way in which something might be done: *"Why don't we tackle this issue in a different way?"* or *"What other ways are there to get from A to B?"* This questioning approach helps to challenge people to think for themselves, but it still allows the coach to guide things along.

Listening Skills

Let people share their views and opinions before offering your own.

Being a good listener does not imply that you sit quietly until the other person finishes speaking. Listening is not the same as hearing. To be a good communicator *and* a good listener, we have to work with the person speaking to help them get their message across. This means making sure to give other people the opportunity to express their thoughts and opinions *before* offering our own.

1. Listen for more than facts. Feelings and motivations can sometimes be more important than facts.
2. Try not to be a mind-reader. Don't assume that there are hidden meanings behind the words. By all means trust your intuition about situations and what is being said, but subject your gut feelings to a reality check every now and then.
3. Don't be silent. Respond verbally to the other person every now and then, but don't try to sidetrack them. Summarize what you think they have said, just to clarify and confirm.
4. Consider other verbal responses as well. For example, you can "mirror" their words to show empathy. If the individual feels that they are not performing well in their current role, for example, you might consider saying something like, "So you feel that with your current level of training, you might not be able to use all your other talents." Such statements show support and confirm their perceptions, but they also encourage the person to keep talking and perhaps even work out their own solutions with you.
5. Try not to interrupt, even though you see a solution to the person's problems. Prompt them in that general direction, and try to let them discover it for themselves. Don't let your ego get bound up in the prospect of fixing other people's problems. If people discover solutions for themselves, they are more likely to act on them than if you simply gave them the solution.
6. Offer your own views as a coach only after the other person has expressed their feelings, views, and opinions. This is hard to do, but it is a powerful coaching technique.

Listening Skills

Avoid jumping into a conversation to take control.

As the saying goes, fools rush in where angels fear to tread. We are all guilty of rushing to judgment when it comes to other people, but it does make sense to give someone enough time to at least finish what they were going to say before we try to make a balanced judgment about their views. Patience doesn't come so easily when we have strong reactions to what others are saying, so this might take some work on your part.

Here's how to suspend judgment about what is being said for as long as necessary:

1. Be aware of your own "hot buttons." Are there issues, concepts, or words you feel strongly about that set you off? Most of us have them, and it's not necessarily a bad thing. Just be honest with yourself about your own sensitivities and try to understand how they can provoke you into responding prematurely.
2. Give the other person a fair hearing. If you listen right through to the end and you *like* what you hear, you know you won't be making a premature and ill-founded choice or decision that you will later regret. If you listen to the end and *dislike* what you hear, then you cannot be accused of being biased or of having rudely and arbitrarily excluded critical parts of the story being told.
3. Separate the message from the messenger. Don't get hung up on the personal appearance and behavior of the person talking or the associations that person might have with other people.
4. *Today is the first day of the rest of your life* is a helpful motto for many people, but do consider this variation: "The next piece of information you hear might be the most important thing you will *ever* hear." The emphasis is on *might be*: Most of the information we hear is boring, useless, wrong, out-of-date, so-what? or routine, so it is not all that probable that the next piece of information you hear will be the most important thing you will ever hear. Improbable, *but not impossible*. Give the person who is speaking the benefit of the doubt—maybe they do have something to offer.
5. Resist the temptation to jump in or interrupt. More often than not, this will make the person you are coaching feel that you have taken control of the discussion. Your goal should be to steer the conversation and let *them* feel in control.

Listening Skills

Be focused and patient when people talk to you.

The expression of emotion can be very healthy and helpful in some circumstances. “Venting,” for example, can help clear the air and make it easier to be direct and forthright. Sometimes, however, we must put aside our feelings and be calm and patient in conversation and discussion. This is particularly important for a coach; the key foundation of a coach’s effectiveness is a focused and patient temperament or disposition.

Consider the following suggestions to improve your general effectiveness in this area:

1. Take it easy. When you need to listen, sit back in your chair and arrange your body in a relaxed posture. Use comforting relaxed gestures. Breathe more slowly and deeply, develop your sense of calmness, and just relax.
2. Redefine the moment as a quasi-social one. Serve non-alcoholic drinks such as tea or coffee; the ritual of drinking something soothing can help create a more-relaxed setting for the interchange of ideas and feelings. “Tea and sympathy” usually works.
3. Don’t rush things. Everything has its own time and rhythm, and that goes double for conversation and discussion. Presume from the outset that others have no intention of wasting your time; therefore, you need to hear them out. If they end up wasting your time, let them know this subtly but firmly.
4. Try not to get angry. Solve existing problems—don’t create new ones. Anger can sometimes lead to new insights as well as problem-solving, but more often than not it makes people forget critical things and say things that they will later regret. Show disapproval if it is merited, but don’t blow your cool.
5. Be a good role model. The more times that you set a good example of calmness and patience, the more likely it is that others will want to emulate it. The style will eventually become part of the work culture if enough people see how well it works—“the way we solve things around here.” And *that* has got to be a good thing.

Listening Skills

Avoid interrupting or finishing other people's sentences.

It is sometimes frustrating to listen to other people talk. We often think to ourselves such things as *"Why doesn't she just cut to the chase and make her point?"* or *"The solution to his problem is obvious. I'll just jump in here, so that neither of us wastes any more time."*

Sometimes such responses on our part are truly justified, but often they are not. Here's why it's important to let people finish what they are saying without interruption, and why:

1. We take pride in our ability to solve problems and give good advice, but it is annoying when the good advice we give to others is not followed. Sometimes this is because people have to learn the hard way—make their own mistakes. We also tend to be committed only to those ideas and actions that we have had a say in (ownership). That's why it's important to encourage as much participation in decision-making as possible: not because it's a "feel-good" thing to do, but because it is a highly practical motivation strategy. When we just shut up and let others speak, they usually find their own way to their own solutions. One of the characters in an E. M. Forster novel says, *"How do I know what I think until I hear what I say?"* So it is with many of us. Sometimes when you hold your tongue, others discover solutions for themselves—possibly because you are the first person they have encountered in a long time who actually listened!
2. Reframe your thinking. Get out of the habit of thinking that silence implies agreement and consent. Give others airtime, but if you disagree, make your disagreement known after they have finished, not before. Become known as someone who will hear anyone out, but also someone who is not afraid to express disagreement when it comes time for listener and speaker to swap roles.
3. Don't feel that you have to jump in to express a thought because you will never have the chance again, or because the conversation is about to change direction and you know you won't remember what it was you wanted to say. If necessary, take notes on what the other person is saying. Do this in an informal way so as not to distract or offend them, but make sure that "informal" does not mean "disorganized." Once the other person has reached a natural pause, use your notes to jump back and reconsider each of the points made.
4. Monitor your own body language. Don't let your impatient feelings "leak out" by drumming your fingers, tapping your toes, gritting your teeth, and so on.